

THE

THIRTY-SECOND ANNUAL REPORT

OF THE

DIRECTORS

OF THE

A M E R I C A N A S Y L U M ,

A T H A R T F O R D ,

FOR THE EDUCATION AND INSTRUCTION

OF THE

Deaf and Dumb.

Presented to the Asylum, May 13, 1848.

H A R T F O R D :

P R E S S O F C A S E , T I F F A N Y A N D B U R N H A M .

1848.

OFFICERS OF THE ASYLM.

P R E S I D E N T.

HON. THOMAS S. WILLIAMS.

Vice Presidents for Life by subscription.

Samuel Appleton, Esq.	Boston.	Charles Sigourney, Esq.	Hartford.
Daniel Wadsworth, Esq.	Hartford.		

Vice Presidents elected at the Annual Meeting, May 13, 1848.

Ward Woodbridge,		James Ward,
Thomas Day,		Charles Seymour,
Samuel Tudor,		James B. Hosmer,
David Watkinson,		Barzillai Hudson.

Directors for Life by subscription.

P. C. Brooks,	Boston.	Andrew Ritchie,	Boston.
Daniel Buck,	Hartford,	Ward Woodbridge,	Hartford.
William H. Imlay,	"	S. V. S. Wilder,	New York.
James Kane,	Albany.	Christopher Colt,	Hartford.
Eliphalet Kimball,	Boston.	Samuel Elliott, Jr.,	Washington.
David M'Kinney,	New York.	Eliphalet Terry,	Hartford.
H. Overing,	"	Stephen Whitney,	New York.
Daniel P. Parker,	Boston.	Thomas H. Gallaudet,	Hartford.

Directors chosen at the Annual Meeting, May 13, 1848.

Seth Terry,		Francis Parsons,
Charles Goodwin,		David F. Robinson,
James H. Wells,		Calvin Day,
John Beach,		Thomas C. Perkins,
Amos M. Collins,		Albert W. Butler.

BARZILLAI HUDSON, *Secretary.*

JAMES B. HOSMER, *Treasurer.*

SETH TERRY, *Commissioner of the Fund.*

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INSTRUCTORS.

LEWIS WELD, M. A., PRINCIPAL.

ASSISTANTS.

LAURENT CLERC, M. A.
WILLIAM W. TURNER, M. A.
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SAMUEL PORTER, M. A.
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LUCIUS H. WOODRUFF, M. A.
OLIVER D. COOKE, B. A.
WILSON WHITON.
JAMES L. WHEELER.

ABRAHAM C. BALDWIN, M. A. FAMILY GUARDIAN
AND STEWARD.

MRS. PHEBE C. WHITE, MATRON.

TO THE
PATRONS AND FRIENDS
OF THE
AMERICAN ASYLUM,
AT HARTFORD,

FOR THE

Education and Instruction of the Deaf and Dumb,

THE DIRECTORS RESPECTFULLY PRESENT THEIR THIRTY-SECOND ANNUAL REPORT.

THE year of the Asylum now just at its close, has been one of health and prosperity. The various means of prosecuting our work have been diligently used and with a degree of success which demands our gratitude. The changes mentioned in the last report, as then just effected in our internal management, have proved highly satisfactory, and many permanent improvements have been accomplished; especially in the methods of warming, ventilating, cooking, and regulating other practical affairs, from which much benefit has already been experienced.

The whole number of persons immediately connected with the institution has been 235; including the pupils, the instructors, the officers of the household and all employed in subordinate stations, or having their home within our walls. Of these 211 were deaf and dumb, and 203 pupils, in regular attendance upon the school.

The usual classification of the pupils and the long established courses of instruction, have been pursued on the same general principles as heretofore, and with results comparing favorably with those of former years.

The class in drawing has been filled, as formerly during the last five or six years, with those who were willing to make some personal sacrifice for the sake of its advantages. Its

members deserve commendation from the fact that they have not only made good improvement, but have continued, like their predecessors, voluntarily to exercise the self-denial of receiving their instruction during two of the principal play-hours of the week.

The proper subjects for instruction in articulation and labial reading, have received careful attention, and though instances of extraordinary success are not numerous, there are a few. These will always retain intelligible, if not agreeable speech. Others less successful may derive permanent benefit from their imperfect use of speech, and if favorably situated and faithful to themselves, may continue to improve after leaving us. Others still, will probably realize little lasting benefit except that of being able to utter a few single words, proper names and very easy questions and answers. All thus taught will be able to read somewhat on the lips of others, some pretty readily, and occasionally one much better than he can articulate.

For the successful prosecution of our peculiar work, industry, patience, perseverance, ingenuity and skill, are eminently necessary; and all the Christian virtues have room for active exercise. Besides an earnest attention to the advancement of our pupils in the knowledge of written language, so that they may all, if possible, understand it in books, and use it intelligibly in their intercourse with others, the other branches of a common education have continued to be carefully taught; while moral and religious instruction have held, as formerly, a prominent place in our course. To establish or confirm habits of study, industry, order, punctuality, neatness, and patient and cheerful attention to duty in every form, has been our constant endeavor; while more systematic efforts have been made than perhaps ever before, to promote rational amusement in hours of leisure, requiring much active exercise in the open air. The deaf and dumb as a class, are by no means averse to exercise, and we are well rewarded for some special effort to promote it in the form of amusement, by its effect upon their health, their spirits, their social en-

joyments, their general improvement and happiness. Properly regulated, it gives to the best class of minds a zest for intellectual labor, and thus prevents study from becoming a task ; and it need never be hurtful to minds of any class.

Our working department has done much good the past year by imparting a knowledge, in various degrees, of such employments as are very proper for youth to understand, whatever their circumstances may be in future life ; and it has been excellent in counteracting that propensity to idleness and mischief, which is so apt to develop itself among youth who are unprovided with any useful occupation when out of school. An hour and a half six mornings in a week, and the same length of time five evenings in a week, are devoted to some kind of work, and probably this portion of time is on the whole as usefully spent, as almost any other of equal length.

We have been favored, as above stated, with remarkable health. No epidemic has prevailed, no alarming accident has happened, and but few cases of serious disease. One of these however, did not occur while its subject was with us, but during the summer vacation, while she was at home. She was an interesting pupil, about fifteen years of age, had been with us more than four years, and seemed to be preparing for a life of usefulness. She left us in apparent health, continued as well as usual for some weeks, and then sickened and died very suddenly, of a disease resembling the typhus fever. We mourn with her bereaved relatives, but are thankful that we had enjoyed the opportunity of teaching her the way of salvation through Jesus Christ, and that she gave so much evidence in her life and death, that this instruction was not in vain. One case of fatal illness has occurred in the institution. It was that of a child of eight years, who died of the scarlet fever, one month after her admission. The third case referred to was that of a little boy who had the brain fever ; and the fourth, that of another little boy who suffered from the inflammatory rheumatism ; both of whom were restored to health. The last, was the case of a boy, who was prevented from attending school by a scrofulous affection

of the thigh, and on that account was removed for a time to his home. The other maladies which have appeared among us, have readily yielded to appropriate treatment without resulting in acute disease.

We are no doubt greatly indebted to the salubrity of our situation for the general prevalence of health, which is the more remarkable of late from the fact that many of our pupils come to us subjects of scrofula, or having a predisposition to some form of disease, often perhaps, that which originally caused their deafness. But regularity of living, wholesomeness of diet, a proper regard to personal habits, and prompt attention when unwell, together with exercise and good air, serve in many instances to mitigate or remove these tendencies ; and hence a large majority of our pupils have exhibited the evidences of vigorous health.

The cultivation of the benevolent affections in the breasts and in the daily intercourse of our pupils, is a subject which has not escaped our attention. We should surely be most remiss, if entire neglect on this point were possible under our circumstances. The law of love should be the great, the unvarying law of families and schools ; and yet, how numerous are its violations in both. We cannot say that we have ever done all that this law requires, but only that this has been our aim ; and it is most gratifying to see its requirements producing permanent effects upon our pupils in their intercourse with each other. This we often see as they advance in the knowledge of moral and religious truth, as their consciences become more active, as habits of self-control are established, as the rights of others and the relations of all to their fellow men and their Maker are understood.

It is now almost thirty-five years since some earnest attention began to be given to the condition of the deaf and dumb in this country, by those who shortly after became the founders of this institution. More than the life-time of a generation has in fact passed away, since the school they established here, commenced its course of usefulness. In looking back and comparing the state and prospects of American deaf-

mutes at present, with what they were at the commencement of this period, we cannot but see that a great work has been accomplished. We see too that much has been well done, notwithstanding all the disadvantages of our original inexperience. It is surely well, that benevolence has so influenced the heart of our common country, that at least twenty of the states have made legislative provision for the instruction of the deaf and dumb; that ten institutions exist in different sections of the country, devoted to this object, four or five of which are large and well established, and almost all of which are prosperous. It is well, that probably 900 youth are at this moment pupils of these institutions, and that 2000 have gone forth from them, having received instruction for periods, varying, on the average, from three to six years. It is well, that a large majority of those who have reached adult years have become useful and happy, that the great burden of their affliction has been so far removed as in many cases to be hardly felt, either by themselves or their friends, and that others generally have been so elevated in the scale of intelligent existence, that they are no longer helpless and dependent. It is well, that moral and religious instruction has, with God's blessing, so formed the principles and regulated the lives of most, as they have mingled in society and engaged in the occupations of life, that they have established characters of honor and integrity, while not a few have been exemplary members of the church of Christ, under perhaps, every name in which it is known among us. For our own Asylum we claim no more than its proper share in these good results, cheerfully yielding to each of our sister institutions its rightful portion.

But while experience has enabled us from year to year to make advancement in our work, and some improvement in the manner of performing it, it now also enables us to survey the past with a clearer view of its omissions and imperfections, and to look forward to the future with new desires and resolutions, to attain still higher and better results. The varieties of intellect possessed by our pupils are supposed to

be as great by nature, as those found among an equal number of other youth. But many of them have been the subjects of some disease or accident which has created another variety, embracing a much larger proportionate number than is found in other schools. We mean those whose natural powers of mind have been modified and permanently impaired by the causes which produced their physical imperfection. This class of pupils as well as their teachers, have therefore to contend with a great and peculiar evil, for which there is no absolute remedy. Their minds may be cultivated and strengthened in some measure, their misfortune may thus be mitigated, and to this end the best efforts should be made; but the permanent defect cannot be removed, and the results of instruction must therefore be much less decided and useful than would otherwise be the case. Our experience seems now to teach us that we have heretofore expected too much from this class of our unfortunate pupils. But we have been so unwilling that the only opportunity for education in such cases, should pass by without their reaching a certain standard of attainment, that the tendency has been to expend an amount of labor upon them beyond what their circumstances or their best interests required. This labor has indeed been far from fruitless, but it has sometimes aimed to accomplish too much. If we can succeed in teaching the persons referred to, to use with understanding the *easiest* forms of language, to communicate their ideas on the *most familiar subjects* intelligibly, and to understand those of others when expressed in writing, or by the manual alphabet, in the *simplest* way; if we can inculcate the great but *simple* principles of moral and religious truth, if we can teach them the *elements* of calculation, and by familiar discourse in their own language of signs, can put them in possession of the *essential* truths revealed in the Bible, and of some important facts in the history of our own country and the world; and if we can cultivate their physical powers so far and in such ways that they may secure their livelihood by useful labor, we then do all for this class of pupils which it is reasonable to expect, or

wise to attempt. If on a faithful experiment any are found incapable of some satisfactory progress in these attainments, they should in general give place to others.

We would not, however, represent this class of our pupils as very large. A much larger number come to us with minds unimpaired by disease, showing the usual variety found among other persons; and probably about the usual proportionate number are above mediocrity in intellectual vigor. Such as are naturally dull fall into the same position in reference to improvement, with those providentially so, but it is only from the better portion that we realize those permanent results which are most satisfactory, when they come to mingle in the society, and engage in the employments, of other men. Our usefulness as a benevolent institution merely, may be as fairly judged of, perhaps, by considering the change wrought upon the least talented of our pupils, as upon the most; but the honor of our art is concerned in having its results known and judged of as they are exhibited by those whose mental and physical condition was essentially unimpaired, and whose circumstances in other respects were favorable to the best improvement, while under instruction.

Happily there are many, a large majority we believe, of our former pupils who are now respectable, useful, and intelligent members of the communities in which they live. This is owing primarily to the education they received while here, but also in a good degree to the fact that they had kind and judicious friends at home, who gave the right direction to their course when they left the Asylum. If a youth of sixteen or eighteen years of age, with a good common education and unimpaired faculties, needs the aid and direction of a judicious parent or guardian, which all will allow, what must the necessities of a deaf and dumb youth require, who has attained to an equal or more advanced age, and perhaps, even in regard to school studies, an equal or superior amount of knowledge, to secure his success in the common business of life? While getting his education, the latter has

been secluded from the world and able to learn comparatively little concerning it from observation or experience. He has neither heard nor *seen* much conversation as to the management of business affairs, and has derived his ideas, and formed his opinions, principally from statements made by his teacher, or from cases supposed and brought forward for the illustration of some lesson in the school-room. He is situated in relation to many practical subjects, somewhat as a youth would be who had never seen a ship, and who, to be prepared for a place before the mast, should receive the verbal instructions of experienced mariners respecting the various labors and duties of a sea-faring life. Though the pupil has some knowledge of a trade, or other means of earning a support, acquired before leaving school, yet he has no practical knowledge of buying, selling, bargaining, making engagements, taking or giving notes of hand, settling accounts, collecting debts, and the thousand other details of common business. He has heard but little, and believes, perhaps, still less, of the importance of watchfulness against imposition, but is inclined to the opinion that all men who make fair promises, intend to fulfill them. He is confiding, and thinks other people as sincere as himself. Hence it has been a source of satisfaction, not to say surprise, to us, that so large a number of our pupils, have succeeded so well in securing the means of comfortable living, and acquiring respectability as useful citizens. Many of them, as we know, have had obstacles to overcome at the setting out which were very discouraging; and all, unless they have kind and judicious aid from true friends, must be in great danger. In our happy New England, it is indeed extensively the case that a pupil, however indigent, has a home to go to on leaving us, and some one or more friends to assist him in getting employment. If he can go to a father's or a brother's house, the presumption is that all will be well; but if he is an orphan, or if his relatives are in very depressed circumstances, or if from any cause he is left chiefly to himself, he is liable, even though well disposed, to mistake his true interests, to become fickle, thriftless, and unhappy.

Such youth often need farther instruction in the trades they commenced at the Asylum. Suppose a poor boy comes to us at ten years of age, and is under instruction five or six years. His friends wish him to be taught something of shoemaking, perhaps, during our three hours of daily work. For the first two or three years, neither his age nor his strength will allow much real application to his trade, even during this short time. Still, he makes a beginning. The remaining three years he may do well, his circumstances being considered, but has he learned the trade so that at fifteen or sixteen years of age he can go away and earn his living by it? No one can expect this. But suppose one to be twenty-one years of age on leaving us, and therefore legally his own master, and to have done as much better in comparison with the other as he is older. He will still know his trade imperfectly, and ought to be in a good shop under a competent master for some time, before he can become so skillful as to earn the wages of a well taught journeyman. The friends of the deaf and dumb, therefore, ought to consider these things and provide situations, when necessary, where they may finish their preparation for active usefulness, which from the necessities of the case, may have been only well begun at the Asylum.

A deaf and dumb person is still an unfortunate person, after he has acquired what is called a good common education. If the foundation is well laid in regard to the common branches of knowledge, and if a good beginning is made in a useful occupation, the pupil of good capacity, having proper succor and encouragement on leaving us, will ordinarily advance in intellectual knowledge, in mechanical skill, and in capacity and success in his business, whatever that may be. With health and God's favor he will be no longer a burden to any one, but a blessing to the community. Those who love to do good, and happily there are such in all our towns, may often do it with little inconvenience to themselves, by making some effort to encourage and guide

a deaf and dumb youth, on his return to his early home, though they may not be his relatives or connections. They may do it in the ways above mentioned, and also by conversation, by lending him good books, by occasional correspondence, and especially by inviting him to become a member of a bible or Sabbath-school class, and recite a weekly lesson from the Scriptures. He cannot indeed hear the instructions given to others, but he can recite the same lessons by writing them from memory, can answer questions upon them on his pocket-slate, can give the ideas they contain, in his own language written out at home, and can sometimes add comments of his own, not destitute of interest. This may be done without material interference with the duties of the school, and with great benefit to the deaf and dumb person ; especially if his errors are carefully corrected. Some instances of success in a course very similar to this, have come to our knowledge, and we could wish they were much more numerous.

The instructors of the Asylum have commenced during the year the publication of a small quarterly periodical entitled "American Annals of the Deaf and Dumb." It is chiefly devoted, as stated in the prospectus, to "statistics relating to the deaf and dumb ; the social and political condition of this class of persons in ancient times ; the history of the first attempts made to instruct them, and of the progress of the art down to the present day ; a particular historical sketch of each of the institutions for the deaf and dumb in this country, with more brief and general notices of those in foreign lands ; a careful exposition of the philosophy of the language of signs ; biographical sketches of individual deaf-mutes who may be thought worthy of such distinction ; notices of books relating to the instruction of the deaf and dumb, especially in the French and German languages, with particular reference to their comparative merit ; a survey of the state of the deaf and dumb mind before education, illustrated occasionally by articles from the most intelligent of the deaf and dumb themselves ; some account of our

method of instruction, intended as a practical guide to those who have deaf and dumb children; a history of attempts made to teach articulation, with the processes pursued, and the results attained; something in regard to diseases of the ear, and efforts made by physicians for the cure of deafness; an enquiry into the relation which the instruction of deaf-mutes bears to that of hearing children, and the mutual benefit to be derived from a comparison of the two methods."

This work is attempted by the instructors of the Asylum on their own responsibility as individuals, and not as officers of the institution. Still the Board regard the undertaking with approbation, as one which if wisely conducted may conduce materially to the advancement of our great object. It is the first attempt of the kind made in the United States, and so far as we are informed, no other has been any where made in the English language. Two or three similar and successful attempts have been made on the continent of Europe. With the aid which may be reasonably expected from instructors of sister institutions, and other intelligent friends of our cause, we trust the Annals will prove an instructive and useful work; and as its price is but one dollar a year, it will be within the reach of many of the educated pupils of all the American schools, and of almost all other persons who desire information in a popular form on the various subjects of which it treats.

In the report of the last year, we mentioned the absence of Mr. Clerc. We are now happy to inform his friends and those of the Asylum, that after spending about a year in a visit to his native country, he returned in August last, and resumed that course of labor in the school which from the establishment of the institution has conduced so much to its prosperity and honor.

To the respective Legislatures of the New England States, through whose beneficence we receive the great majority of our pupils, to the benevolent, the intelligent, the wise and good every where, from many of whom we continually receive indications of sympathy and friendly approbation in

our work, and especially to the great Father of mercies, to whom we owe primarily and chiefly all our past success and hopes for the future, we commend the Asylum and all its interests; including not merely its present inmates, but all who have gone out from it, and those who may yet become the objects of its care.

In behalf of the Board of Directors,

B. HUDSON, *Secretary.*

HARTFORD, May 13, 1818.

LIST OF PUPILS,

IN THE SCHOOL WITHIN THE YEAR ENDING ON THE 13TH OF MAY, 1848;
THE TIME OF THE ANNUAL MEETING OF THE ASYLUM.

Names.	Residence.	Admission.	Supported by
Allen, Adoniram J.	Raynham, Mass.	May, 1847	Mass.
Allen, Helena P.	Lynn, "	" 1846	"
Allison, Archibald,	Windsor, Nova Scotia,	Oct. 1843	Friends,
Andrews, John	Solon, Maine,	May, 1847	Maine.
Andrews, Leonard	Essex, Mass.	" "	Mass.
Augur, Charles H.	Milford, Conn.	" 1846	Conn.
Austin, James	Swanton, Vt.	" 1845	Vermont.
Bailey, William	Boston, Mass.	" 1844	Mass.
Balch, George H.	Bradford "	" 1843	"
Barber, Thirza L.	Killingly, Conn.	" "	Conn.
Bartlett, Abigail	Nottingham, N. H.	" 1846	N. H.
Bartlett, Harriet	" "	" "	"
Bartlett, Leonard	East Killingly, Conn.	" 1847	Conn.
Becker, Jacob	Boston, Mass.	" "	Mass.
Beers, Robert D.	Fairfield, Conn.	" 1844	Conn.
Bennett, Mary J.	Charleston, S. C.	Aug. 1847	S. C.
Bennison, Margaret H.	Salem, Mass.	May, 1843	Mass.
Bennison, Matilda B.	" "	" "	"
Berry, Moses	Palmyra, Maine,	" 1845	Maine.
Berry, Susan A.	" "	" "	"
Berry, Thomas H.	" "	" "	"
Blakesly, Stephen A.	Roxbury, Conn.	" 1847	Conn.
Boardwin, Delia D.	Boston, Mass.	May, 1845	Mass.
Boardwin, George	" "	" "	"
Boardwin, Susan F. A.	" "	" "	"
Bracy, Lydia	Somersworth, N. H.	April, 1846	N. Hamp.
Bradbury, Mary C.	Buxton, Maine,	May, 1845	Maine.
Brown, Samuel A.	Milford, Conn.	" 1844	Conn.
Buffum, George	Salem, Mass.	" 1846	Mass.
Bugbee, Amanda M.	Montpelier, Vt.	" 1845	Vermont.
Bugbee, Chloe M.	" "	" "	"
Buxton, Jonathan Jr.	Danvers, Mass.	" 1846	Mass.
Byington, Charles H.	Wolcott, Conn.	" 1847	Conn.
Campbell, Alexander	St Paul's Island, N. S.	July, 1845	Friends.
Campbell, Christina	" " "	June, 1844	"
Campbell, Jane	Bedford, N. H.	" "	N. Hamp.
Carlin, Sarah J.	Cambridge, Mass.	Dec. 1845	Mass.
Challis, Lucinda S.	Danville, N. H.	June, 1844	N. Hamp.
Chamberlain, Thomas J.	Bangor, Maine,	May, 1845	Friends.
Chamberlain, Wm. M.	South Reading, Mass.	" 1844	Mass.
Clark, Mary M.	Lyme, Conn.	" 1843	Conn.
Clark, Ambrose B.	Groton, Conn.	Oct. 1846	Friends.
Clough, Sylvester	Wentworth, N. H.	May, 1847	N. H.
Cobb, Caroline	Hancock, N. H.	" 1845	"
Colton, Celinda A.	Vershire, Vt.	" 1843	Vermont.

Names.	Residence.	Admission.	Supported by
Cook, Lauretta A.	Provincetown, Mass.	June, 1844	Mass.
Cox, Owen, Jr.	Boston, "	May, 1846	"
Crane, Elizabeth	Horton, N. S.	July, 1845	Friends.
Crimmings, Margaret	East Cambridge, Mass.	May, 1847	Mass.
Culver, Henry	Manchester, Vt.	" 1846	Friends.
Cunningham, Martha	Greenville Dist, S. C.	April, 1847	S. Carolina.
Davenport, John W.	Tiverton, R. I.	May, 1847	Rhode Island.
Deering, Oliver D.	Saco, Maine,	" "	Maine.
Denison, James	Royalton, Vt.	June, 1846	Vermont.
Dickinson, Eliza A.	Essex, Conn.	May, 1844	Conn.
Dunbar, Abbyann	Taunton, Mass.	" 1843	Mass.
Durkee, Harriet A.	Somers, Conn.	" 1846	Conn.
Dutton, Abigail F.	Craftsbury, Vt.	" "	Vermont.
Edwards, Eliza A.	Gilmanton, N. H.	" 1844	N. Hamp.
Ellis, Henry S.	Thetford, Vt.	" 1847	Vermont.
Emery, Ona C.	Poland, Maine,	" "	Maine.
Eno, Amanda	Tariffville, Conn.	" "	Conn.
Fairbanks, Lucy A.	Dedham, Mass.	" 1842	Mass.
Felton, Ellen G.	Deerfield, "	" 1847	"
Fisk, Newton	Southport, Wis. Ter.,	" 1845	Friends.
Fitzpatrick, Edward	Boston, Mass.	" 1847	Mass.
Flanders, Frederick	Cornville, Maine,	" 1846	Maine.
Frank, Joseph W.	Gray, Maine,	" "	"
Frank, Sarah J.	" "	" "	"
Gage, John	Chicago, Illinois,	June, 1843	Friends.
Giddings, Francis	Franklin, Conn.	May, 1846	Conn.
Gilbert, Harriet	Derby, "	" 1845	Friends.
Gilman, Henry G.	Tamworth, N. H.	June, 1845	N. Hamp.
Gilpatrick, Ellen M.	Bath, Maine,	May, 1847	Maine.
Gowing, Harriet	Danvers, Mass.	Sept. 1843	Mass.
Green, Sarah A.	Waterford, Maine,	May, 1846	Maine.
Green, William H.	Gardiner, "	" "	"
Haley, Nancy S.	Tuftonborough, N. H.	April, 1846	New Hamp.
Ham, Lucy	Danvers, Mass.	May, 1847	Mass.
Hammond, Susan M.	Worcester, "	" "	Friends.
Hamlin, Nancy E.	Buxton, Maine,	" 1845	Maine.
Hanchett, Ann D.	Canaan, Conn.	" 1844	Conn.
Haskell, George W.	Medford, Mass.	" 1845	Mass.
Herron, William S.	Montreal, Canada,	" 1844	Friends.
Hildreth, Mary E.	Lancaster, Mass.	" 1847	Mass.
Hill, Marion E.	Douglass, "	" 1846	"
Hine, James	Waterbury, Conn,	" "	Conn.
Holmes, George A.	Boston, Mass.	" "	Mass.
Hulett, Seth	Pawlett, Vt.	" "	Vermont.
Humphrey, Elias B.	Farmington, Conn.	" 1845	Conn.
Irwin, John	Sheldon, Vt.	" 1847	Vermont.
Jack, Augustus	Belfast, Maine,	" 1845	Maine.
Janes, George B.	Wilton, Conn.	" 1844	Conn.
Jellison, Lucy J.	Monroe, Maine,	June, 1846	Maine.
Johnson Emily	Lima, N. Y.	May, 1841	Friends.
Johnson, Gertrude	" "	" "	"
Keen, Allen,	Fairhaven, Mass.	" 1847	Mass.
Kenniston, George B.	Hamden, Maine,	" 1845	Maine.
Kilham, John H.	Manchester, Mass.	Oct. 1846	Mass.
Kimball, Hannah C.	Rumney, N. H.	May, 1845	New Hamp.
Kirby, Hannah	Dartmouth, Mass.	Sept. 1843	Mass.
Knapp, Harriet	Northfield, Vt.	May, 1843	Vermont.
Lafferty, Margaret	Pawtucket, Mass.	" 1847	Mass.

Names.	Residence.	Admission.	Supported by
Lambert, William, Jr.	New Canaan, Conn.	May, 1844	Conn.
Lawrence, Granville H.	Sandwich, Mass.	" 1846	Mass.
Leek, Leverett J.	Hamden, Conn.	" 1842	Conn.
Leland, Nathaniel A.	Grafton, Mass.	" 1844	Mass.
Lémont, William T.	Brunswick, Maine,	" 1845	Maine.
Livingston, Josiah E.	Antrim, N. H.	" 1847	New Hamp.
Lockwood, Seymour	Springfield, Vt.	" 1845	Vermont.
Lombard, Caroline W.	Portland, Maine,	" 1843	Maine.
Lovejoy, Benjamin	Sidney, "	June, 1844	"
Luce, Almira G.	West Tisbury, Mass.	May, 1845	Mass.
Luce, Charles H.	Chilmark, "	June, 1843	"
Mahoney, Eliza	Boston, "	July, 1844	"
Mahoney John	" "	" "	"
Marshall, Isabella E.	New London, Conn.	June, 1843	Conn.
Mason, Clarissa	Great Barrington, Mass.	May, 1842	Mass.
McCoshrie, Mary	Cambridgeport, "	" 1845	"
McLoughlin, William	Pawtucket, "	" 1847	"
McWhirk, Margaret	Milton, "	" 1845	"
Mellen, Mary W.	Hardwick, "	" 1846	"
Merrihew, Benjamin	Fairhaven, "	" 1843	"
Merrill, John J.	Barnstead, N. H.	" 1846	New Hamp.
Morgan, Jesse	Greenville Dist., S. C.	April, 1847	S. Carolina.
Morse, Sophronia	Sandwich, Mass.	May, 1846	Mass.
Mowry, A. inerva	Smithfield, R. I.	" 1844	Friends.
Neill, Helen A.	Lynn, Mass.	" 1847	Mass.
Nute, Charles	Milton, "	" 1844	"
O'Bryan, Henry	Bristol, Vt.	" 1845	Vermont.
Oviatt, Alvina	Amherst, Mass.	" 1846	Mass.
Olds, William H.	Alford, "	" 1847	"
Osgood, Alden F.	Natick, Mass.	" "	"
Packard Philo W.	Boston, "	" 1846	"
Palmer, Cyrus D.	Voluntown, Conn.	Sept. 1844	Conn.
Pease, Adelaide A.	Hartford, "	May, 1841	"
Pease, Jane M.	" "	" 1843	"
Pease, Andrew J.	Enfield, "	June, 1844	"
Perkins, Mary A.	Newbury, Mass.	May, 1847	Mass.
Phelps, Daniel W.	Middlebury, Vt.	Dec. 1839	Friends.
Phelps, Sarah R.	Hartford, Conn.	May, 1842	Conn.
Pond, Martha J.	Dorchester, Mass.	" 1844	Mass.
Prescott, Nathaniel M.	Manchester, N. H.	April, 1846	New Hamp.
Pressey, Mary	Hanover, N. H.	" "	"
Ranney, Harriet N.	Ashfield, Mass.	May, 1845	Mass.
Read, George F.	Dummerston, Vt.	June, 1843	Vermont.
Record, Ann Maria	Buckfield, Maine,	" 1846	Maine.
Reynolds, Sarah J.	Bloomfield, Conn.	May, 1841	Conn.
Richardson, Moses H.	Newburyport, Mass.	" 1846	Mass.
Riggs, George L.	Livermore, Maine,	" 1847	Maine.
Robbins, Emeline E.	Deerfield, Mass.	" 1846	Mass.
Robertson, Adam G.	Point Levi, Canada,	" 1845	Friends.
Robertson, Thomas C.	" "	Sept. 1843	"
Rogers, Lucinda,	Harwich, Mass.	May, 1843	Mass.
Rowe, Samuel	New Gloucester, Maine.	" "	Maine.
Rowe, Lucy A.	" "	" "	"
Sacket, Lucy M.	Westfield, Mass.	" 1846	Mass.
Saunders, Martha M.	Walpole, "	Sept. 1844	"
Sherman, Randilla	Lisbon, N. H.	May, 1847	New Hamp.
Simons, Henry	Southbury, Conn.	June, 1844	Conn.
Slauter, Hiram F.	West Stockbridge, Mass.	May, 1844	Mass.

Names.	Residence.	Admission.	Supported by
Sloan, Drusilla J.	Pendleton, S. C.	May, 1845	S. Carolina.
Sloan, Ellen T.	" "	" "	"
Smith, Ivers	New Boston, N. H.	" "	New Hamp.
Smith, Sarah	" "	" "	"
Smith, Nathan A.	Milford, Conn.	" 1844	Conn.
Southwick, Samuel	Salem, Mass.	Sept. 1843	Mass.
Stansell, Ellen	Barnwell, S. C.	" 1846	S. Carolina.
Staples, Francis M.	Swanville, Maine,	May, 1847	Maine.
Stebbins, Helen M.	Deerfield, Mass.	Sept. 1845	Mass.
Steere, Charles H.	Gloucester, R. I.	May, 1845	Rhode Island.
Stevenson, Eliza M.	Newburg, Maine,	" 1847	Maine.
Storrs, Sarah W.	Long Meadow, Mass.	" 1844	Mass.
Stratton, William	Rindge, N. H.	" 1847	New Hamp.
Tanner, Mercy E.	Warwick, R. I.	" "	Rhode Island.
Tanner, William A.	Webster, Mass.	" "	Mass.
Thayer, Philander	Sandisfield, Mass.	" 1844	"
Thompson, Samuel W.	Chepachet, R. I.	" 1847	Rhode Island.
Timberlake, Hiram	Livermore, Maine,	" "	Maine.
Town, Orris T.	Franklin, Vt.	" "	Vermont.
Walen, Ellen	Rockport, Mass.	" 1846	Mass.
Ward, Silas	Rutland, Vt.	Sept. 1842	Vermont.
Waterman, Frederick J.	Appleton, Maine,	May, 1844	Maine.
Watson, Elizabeth A.	Lowell, Mass.	" 1847	Mass.
White, Daniel	Pendleton, S. C.	July, 1846	S. Carolina.
Whitman, Charles A.	Boston, Mass.	" 1844	Mass.
Wiggins, Philip	Charleston, S. C.	June, 1842	S. Carolina.
Wilkins, James G.	Antrim, N. H.	May, 1847	New Hamp.
Wilkinson, Samuel	South Berwick, Maine,	" "	Maine.
Williams, Maria A.	Methuen, Mass.	" "	Mass.
Winslow, Eliza	Wiscasset, Maine,	" "	Maine.
Winsor, Phebe A.	Johnston, R. I.	" 1846	Rhode Island.
Wiswell, David	Medway, Mass.	" 1843	Mass.
Wiswell, Lucinda H.	" "	" "	"
Wiswell, Mary C.	" "	" 1846	"
Wodell, Rhoda	Westport, "	" 1843	"
Worcester, Frank	Dracut, "	Jan. 1845	Friends.
Worcester, Susan	" "	" "	"
Wright, Ellen R.	Keene, N. H.	May, 1847	New Hamp.
Wright, Lusetta	Cornwall, Vt.	" 1844	Vermont.
Wright, Pelatiah J.	Westford, Mass.	" "	Mass.
Wright, Varnum B.	" "	" "	"
Young, Ellen A.	Meredith, N. H.	" 1846	New Hamp.

Supported by		Males.	Females.	Total.
Friends,	.	11	7	18
"	Maine,	18	12	30
"	New Hampshire,	8	14	22
"	Vermont,	11	6	17
"	Massachusetts,	34	41	75
"	Rhode Island,	3	2	5
"	Connecticut,	16	12	28
"	South Carolina,	3	5	8
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ABSTRACT OF THE TREASURER'S ACCOUNT.

Dr.

The American Asylum in account with JAMES B. HOSMER, Treasurer.

1848	1847
April 1. To Cash paid Steward,	13,916.66 April 1. By balance from old account,
" " Salaries,	13,738.99
" " Re-loans,	28,500.00 April 1. By Cash received from Fund Commissioner,
" " Insurance on buildings,	130.75 " " of States, on account of beneficiaries,
" " for paper and printing,	145.95 " " of individuals on account of pupils,
" " J. Monds, teacher of drawing,	100.00
" " for library,	100.00
" " traveling expenses of committee and pupils,	106.96
" " for hot air furnaces,	543.00
" " Office rent,	15.00
" " for monument to deceased pupils,	116.84
" " Miscellaneous expenses,	345.61
Balance to new account,	2,117.58 April 1. \$60,177.37
	By balance brought down,
	2,117.58

April, 20, 1848.

We have this day examined the above account and find the same correct.

CALVIN DAY,
A. W. BUTLER, *{Auditors.*

Hartford, April 1, 1848.

J. B. HOSMER, *Treasurer.*



SPECIMENS OF ORIGINAL COMPOSITIONS.

It is a rule of the school, that specimens of composition published in our annual reports, and also the letters sent at stated times to the friends of our pupils, shall receive no correction, except such as their respective authors can make on a careful review, when the errors they contain are pointed out by a teacher. The following were prepared in accordance with this rule.

By a lad 16 years old, who lost his hearing at five, and has been four years under instruction—the result of his own reading.

ON THE PRESENT STATE OF EUROPE.

Most of my readers have no doubt heard of the revolution in France ; the abdication and flight of the king ; the abolition of the monarchy ; the proclamation of a republic, and the contagious influence of the example of the French. It is this state of affairs which I now take for my subject.

Louis Philippe having done something which the people thought contrary to the constitution, they became discontented and began to murmur. They often met at public houses, or at the dwelling of some rich and influential man who conformed to the popular feeling, and after eating and drinking, they would remain till a late hour of the night, discussing the laws of the king, and the best mode of repealing them. These feasts were called Reform Banquets, and were numerous all over the kingdom. (A politician would have perceived in them the seeds of anarchy, rebellion and revolution.)

Louis Philippe issued a circular, ordering the people to discontinue them, but they rather increased than diminished.

On the 22d of February, the people began to show signs of revolt, but no mischief was done.

On the 23d, the city of Paris was a scene of open rebellion. The king had hoped to be protected by his troops, but these, to the number of 200,000, sided with the people, and in consequence of this, the king abdicated the throne in favor of the Count de Paris, his grandson, and with his queen and a few friends, fled to the sea coast, whence he subsequently escaped to England. In looking at the character of Louis Philippe, let us follow the course of his life in a brief and concise manner.

When Duc d'Orleans, he assisted in deposing Charles X. When he became king, he followed the steps of the very man for whose banishment he had been so anxious : and the fate of that man has attended him. While his coffers overflowed with gold, his subjects were crushed under enormous taxes, and instead of being interested in their welfare, he cared only for himself, and was selfish in the extreme. The French "served him right" so to say, and his coffers he was obliged to leave behind, and go as an exile to a foreign land. His fate was deserved and brought upon him by himself alone, and he can blame nobody for it. When the news of his abdication was carried to the Chamber of Deputies, a voice in the gallery cried "It is too late," and the king's substitute was rejected. The populace had cut down the trees with which the Boulevards were lined, together with the elegant lamp-posts, and

with cables, chains, and all sorts of movables, had constructed barricades across the streets, which greatly impeded the movements of the troops. The amount of blood shed was considerable. Over five hundred being killed and wounded. The troops could have put down the revolt with perfect ease, but they had little loyalty for their sovereign, and in a short time sided with the people, who then marched to the Tuilleries, threw the furniture and all the building contained, out of the windows and burned them. They then carried the throne of France through the streets, singing the Marseillaise, with shouts of "Vive la République,"—"down with the tyrant," and at last burned it to ashes. On the 24th. tranquillity was restored, and France was in a few weeks free from any apprehension as far as the restoration of the monarchy was concerned; but the finances were in a desperate state, as will be seen hereafter.

The news of the revolution spread far and wide, and the excited populace of other European cities, have already done great damage, and demonstrated their hatred of their rulers.

The English have had hard work with the Irish, from whose monster meetings they are afraid a rebellion may spring. The king of Prussia totters on his throne. A constitution has been forced from the king of Bavaria at the point of the bayonet. The kings of Belgium and the small German states, have given their people constitutional liberty and freedom of the press, in order to retain them on their side. Holland has shown its determination to be a republic, if possible. Austria and Prussia have shown the fierce spirit of rebellion, and a good deal of blood has been shed. Sicily has freed itself from the dominion of Naples, and those parts of Italy, which have been under the Austrian yoke, have shown that the ancient fire of liberty is rekindled in their bosoms, and that they are determined to resist any further effort to enslave them. Greece is in a ferment, and the reign of Prince Otho is no doubt on the point of closing. Russia is taking measures to prevent the spread of anarchy in that country. Poland is in a revolutionary state, and the inhabitants of Cracow, in that country, have declared a republic. Denmark and Sweden share the popular feeling, and the riots in London, Edinburgh, and Dublin, show that the spirit of rebellion exists elsewhere than on the continent. I could give a protracted account of all this, but my limits will not allow me to do so. Suffice it to say, that all Europe is in a state of rebellion and seems on the point of becoming one wide field of anarchy and confusion.

It is probable that before long, throne after throne of the hateful dynasties of Europe, will be overturned and levelled with the dust, till republicanism shall triumph all over Europe.

My opinion is that it would not be best for all Europe to become republics, for some nations need the restraints of a monarchy to keep them in subjection; but others of a more peaceable character, would not be injured by becoming republics, nor do they need a monarchy since they are not of a riotous character.

Some are quiet under a monarchy, because it suits them, and agrees with their principles; but others, like the French, cannot bear the yoke of a king, however light it may be.

Those who have any knowledge of the revolutions of 1790 and 1830, the former in particular, will remember the disposition which the French showed under the oppressive yoke of a monarch. The prediction of Danton to Louis Philippe, then Duc d'Orleans, that he should be king of the French, has been realized; and that of Napoleon Bonaparte at the island of St. Helena, that in fifty years Europe would be republican or Cossack; that the fate of the Bourbon throne was sealed; that the French would not endure its yoke much longer, even though the Orleans family, the least despotic of the Bourbon dynasty, occupied the throne; that they would declare France a Republic, and succeed in making it so, has been partially realized, and present circumstances appear to sustain us in the expectation of the entire realization thereof. But however this may be, the future will decide the fate of Europe, as well as that of France. Other nations seem destined to reap the benefits of the

French Revolution rather than the French themselves. The revolution has ceased, an entire change in the political condition of France has been effected, and as far as republicanism is concerned, that country is considered safe. But the revolution has its evils as well as its benefits. Banks stop payment. Firms of extensive mercantile business do the same, and in some cases, become insolvent, rendering those firms connected with them, insolvent also. Specie is scarce. Distrust reigns supreme. Investments of property are being made in America, because the owners consider that which belongs to them unsafe in France. Thus far France has derived little benefit from having declared independence—but one thing is to be learned from this, it is that kings who are placed on the throne by the people, must leave it when the latter please, and a monarch created by his subjects, is entirely at their mercy.

W. M. C.

April 21, 1848.

By the same; who began the study of French ten months since, and has received three lessons a week.

ESQUISSE DE LA VIE DE NAPOLEON BONAPARTE.

Napoléon Bonaparte naquit dans la petite île de Corse, le quinze Août, 1769; ét pendant qu'il était encore jeune, il devenait remuant et ambitieux; et, comme il avait du goût pour la gloire martiale, on l'envoya à une école militaire, pour être instruit dans l'art de la guerre. Il y restait quelques années; puis il devint lieutenant de l'artillerie dans l'armée française. D'abord il n'avait pas d'amis, et il était étranger à tous ses compagnons; mais il se distinguait dans beaucoup de batailles, et par degrés il gagnait beaucoup d'amis, et son nom ressonna par toute l'Europe.

En 1796, lorsqu'il avait vingt sept ans, il fut choisi à commander l'armée d'Italie. Il entra dans ce pays là, et le conquit bientôt. Il s'en retourna, et en 1798, le général Bonaparte fut envoyé en Egypte avec une flotte. Lorsqu'il y fut arrivé, il donna l'assaut à la ville d'Alexandrie, et l'emporta. Dans la bataille des Pyramides, ses soldats tuaient beaucoup de Mamelouks et d'Arabes.

La retraite de Bonaparte étant empêchée par la bataille du Nil, dans laquelle Lord Nelson d'Angleterre dispersa et à peu près détruisit la flotte française, son armée et lui furent obligés de rester en Egypte et en Syrie pendant long-temps. Enfin Bonaparte apprit que l'état des affaires à Paris était très dérangé, et il aperçut qu'il eut maintenant une occasion de suivre ses desseins ambitieux. C'est pourquoi il s'éloigna secrètement de son armée, et entrant dans un bâtiment, il mit à la voile pour la France. Lorsqu'il y fut arrivé, par l'aide de quelques amis, il se fit choisir Premier Consul. Il exerçait sa puissance avec une vigueur tout-a-fait nouvelle. Il fit des réformes dans beaucoup de choses, et en effet, sous son administration, l'état des affaires était tout-a-fait changé.

Dans l'an 1800, Bonaparte défit les Autrichiens à l'affaire de Marengo, et en 1804, il fut couronné Empereur des Français par le pape, dans la Cathédrale de Notre-Dame, aux cris de "Vive l'Empereur," "Vive Napoléon," et cetera. Dans le mois de Décembre, 1805, il défit les Autrichiens et les Russes à la bataille d'Austerlitz. En 1806, il défit les Prusses à Jena; en 1807, les Russes en Pologne; et en 1812, il leva une armée de cent et cinquante mille hommes, et marcha contre l'Empereur Alexandre de Russie, pour le punir, parcequ'il avait refusé de l'aider dans l'expulsion du commerce anglais du Continent. Il rencontra une armée russe à Borodino, et la défit; mais plus de quarante mille des combattants étaient tués dans ce combat. L'armée française entra donc dans la ville de Moscow, et les soldats y prirent

des logements. Pendant la nuit, les Russes mettaient le feu à la ville, et l'armée française fut conséquemment obligée de faire sa retraite. Cela n'était pas facile d'achever, car un hiver russe commençait avec une sévérité extraordinaire ; et comme les soldats n'avaient pas assez de vêtements, beaucoup d'eux périrent du froid excessif ; et il ne repassa des frontières de la Russie qu'un quart de l'armée.

En 1815, Napoléon fut défait par les Puissances alliées, et ensuite il fut banni à la petite île d'Elbe ; mais il en revint bientôt, et se rassit sur le trône de France. La dernière bataille qui fut livrée par l'Empereur Napoléon, fut celle de Waterloo ; dans laquelle il fut défait une seconde fois par les Alliés. Il fuit à Paris ; et ensuite il fut banni à la petite île de Ste Hélène ; où il mourut dans le mois de mai 1821.

En 1840, Louis-Philippe, roi des Français, envoya un bâtiment pour rapporter les restes de Napoléon en France ; et lorsque le bâtiment était revenu, les Français les enterrèrent, avec beaucoup de pompe, dans l'Hôtel des Invalides, où ils restent actuellement.

Telle est la fin de la terre. Le Corse ne fut pas content.

Avril, 1848.

By a former pupil of the Asylum, who left it eight years ago, after having been four years under instruction. He was born deaf, resides in a country town in Massachusetts, and though diligently laboring at his trade, finds time to cultivate his mind and increase his stock of useful knowledge. The journal and expositions which follow, were written for his Bible-class teacher, without the least expectation of their being seen by any other person ; and the writer has had no opportunity to revise or correct either of them.

DEAR SIR.—With good will, did I comply with your request to write a journal of my absence, for you. Though I feel that it will be a matter of little interest ; yet I still endeavor to compose what has happened in my absence, so as to render the journal more interesting. There were many scenes occurred in my tour ; some are worthy of notice.

JOURNAL.

I was very kindly invited by a friend, Mr. D., to visit the State Lunatic Hospital at Worcester, and the American Asylum for the Deaf and Dumb at Hartford, Conn., who was a member of a Committee of the Legislature of Massachusetts, consisting of the following honorable gentlemen.—Messrs. * * * * * whose business was to visit and examine

two public charitable Institutions, as above mentioned.

On Wednesday, Jan. 26, 1848, at 9½ o'clock, A. M., Mr. D. and myself entered the car, where he met others of the Committee. During our trip to Worcester, I saw fine landscapes, bridges, ponds, rivers, villages, and the deep cut, which attracted my curiosity, but I found nothing in the car worthy mentioning.

We arrived at the Worcester Depot at 10 o'clock A. M. and walked to the American Temperance House. About twenty minutes after we went to the Lunatic Hospital, where we were kindly shown into many apartments where insane people are confined. The female sex is separated from the male. Some of the patients appeared to be incurably lunatic, as in the cells at the basement I suppose, and others to be recovering their right minds. There is a diversity of their disposition and manner also ; but their deportment seems to be good in general. Some appear to be wild ; some sad ; some

cheerful; some dull; some sleeping with their heads against the walls; some kneeling on the floor with their hands clasped together. A man stands by the door clothed in a dress looking ministerial, speaking with a book in his hand, &c. &c.

We visited all other buildings belonging to the Hospital also, where inmates work at shoemaking, ironing and washing; besides these, a barn and hog-pen.

From this visit, I reflect that insanity is a great calamity arising from disease, intemperance, and accidents on the head, and deafness or blindness is a blessing in comparison with it, if the faculties of the mind are sound and methodical. All would prefer deafness or blindness to insanity if they were left to choose; but under the wise providence of God it has happened on a part of the human race, and therefore we must acknowledge that it seems good in his sight.

On returning, we went another short way to the A. T. House, and after clambering up a steep bank, we arrived at the house. After dinner, as the gentlemen were invited to visit the Bust of Dr. Woodward and the Antiquarian Hall, we soon saw the bust at the painting room of H. W., and admired at the excellence of its mechanical execution. I did not see Dr. W. personally; therefore I could not decide whether the likeness was true; but I wondered at its being truthful and expressive in countenance. Then we went to the Antiquarian Hall where we paid a cursory visit to things of old time, on account of their numerousness, consisting of the furniture of the ancients, Indian's bows, arrows, purse, and stony tools, and numerous books, some printed and some penned. The hand writing, and drawing were very curious—all done, 200, 300, 400, 500 years ago! We looked on the portrait of Gov. Winthrop, the first Governor of Massachusetts—&c. &c.

At 6 o'clock P. M., we proceeded to Hartford in the car by way of Springfield. During our travel I could not see things outwardly, as it was night; there was scarcely anything in the car worth mentioning, except the rapidity of the train's course which run whizzing and bouncing. I ascertained the rapidity to be great, by counting posts lighted by a lantern, but on the Springfield and Hartford rail-road it run slowly, owing to repairing the road.

On our arrival at Hartford at 9 o'clock, we walked to the City Hotel, where we lodged night.

On Thursday the twenty-seventh, being rainy, about 8½ o'clock, A. M., Rev. Thomas H. Gallaudet, late Principal of the Am. Asylum came into the Hotel. As he was passing by the door of the bar room I recollect him quickly and accosted him earnestly and communicated my name to him. Soon after his recollection of me and our short pleasant conversation, he informed me that he was an introducer to the committee of the Mass. Legislature and I introduced him to Mr. D. but without giving him his name, I regret. Soon Mr. Lewis Weld, Principal of the Deaf and Dumb Institution, came and shook hands with each of us. As he was to shake hands with me I asked him by signs if he knew me? He said he felt as if he had known me, trying to recollect my name, when Mr. D. communicated it to him and he said to me, "yes, I know you, I am very happy to see you." Soon we took coaches to the Asylum where I with overflowing joy met all the teachers with whom I had been acquainted, except two who were appointed soon after my leaving there, viz. Messrs. Cooke and Wheeler.

After having viewed the female pupils who were collected into a row by the walls of their study room, and after the pupils of both sexes had gone into the chapel, we entered it, very spacious, neat, and orderly in every respect; yes, it is one of the most beautiful rooms ever built for such a purpose. It is sufficient to accommodate about 300 persons, occupying with a school room and a small office the third story of a new building which was erected three years ago, being 64 feet by 50 feet and three stories high, jointed to the north-western corner of the Institution. The first and second stories are devoted to school rooms which are eight in number, each of which has eighteen slates of the large size fixed firmly to the walls in solid frames,

having also the best admission of light, a flue and register for ventilation, and the whole building is warmed by two furnaces in the cellar. The Committee took seats on the platform before the pupils, and Mr. Weld explained by signs to the pupils a text of scripture written on the slates of the largest size fixed to the walls behind the platform.

The texts that were written on the slates, were Ps. 16:1. "Preserve me, O God! for in thee do I put my trust;" and Ps 61:72. "O prepare mercy and truth that may preserve him." Mr. Weld told them that God was perfectly faithful and true to all his promises, and that he would surely, if they should put their whole confidence in Him, and do his commandments, take care of them through all tribulations till he took them up into heaven to be there forever, &c.

The school was opened by prayer by the Principal. After the exhibition of some new pupils had been made in the elements of written language to the Gentlemen, the pupils were dismissed into their rooms to enter upon the duties of the day.

Each teacher invited me to see his class and I visited all their classes Thursday and Friday. There were about two hundred pupils, the greater part of whom had made rapid progress in the knowledge of written language in proportion to their time spent in this acquisition. I was surprised that several of them being deaf from birth, had made more rapid improvement in their studies and in conversing on their fingers. I almost persuaded myself that they had once lost the sense of hearing, but they had done it by sense of their perception and diligent and undivided study and owing to the youngness of their minds, easy to commit words to memory.

They and myself belong to the class of the unfortunate deaf mutes. The class is truly the most wretched without knowledge. Our minds previous to our admission to the Asylum were shrouded with entire ignorance about God and his character, our souls and their eternal state. But now, blessed be God, who has enlightened us, through the effort of Christian benevolence with knowledge of Himself, ours, sciences, and many other useful things. Without the effort of Christian benevolence under divine providence we could never receive such a knowledge. We are deeply and truly obliged to God for having opened the eye of our dark mind for receiving light, and to the benefactors for having given us provision and means for our Institution and education. Still we invoke of the heavenly Father to lead as many ignorant deaf mutes as are ready for admission, to the Deaf and Dumb institution, and to give the benefactors wisdom to consider their claim to the effort of Christian benevolence for imparting knowledge into their ignorant minds, both temporal and eternal, and supply their necessary wants for the acquisition of useful knowledge. At noon we had a sumptuous dinner in the Dining Hall, which had been enlarged to about twenty feet.

On both sides of a walk from the door to the Family Guardian's table, are tables ordered in a sufficient space for seats between them one by one to the end of the hall. The girls are at meals on one side and the boys on another, while two or more persons are waiting upon them. When the pupils had done eating, the boys went out in a procession, in some soldier like manner. They marched from the first table, then the second, and so on till the last. This originated in the course of residence, planned by Rev. W. W. Turner, then a Steward.

After dinner we were invited to see the fox and geese play, admirably exercised by the girls. It was very curious and complicated, which I never saw before. Soon we visited the boys study room. Study tables and chairs are immovably fixed to the floor, and two flues and two registers for ventilation, sufficient to warm the whole room; yes, much warmer than when I was there; for we had a large stove there in the midst of the room which was not enough to warm it. Now the view of the boys sitting in their chairs was very pleasing.

At the time of the school, I visited some of the teachers who conversed with me concerning my business, residence, some topics of my long absence

from Hartford, &c. &c.; and it seems to me that they found out how I had improved or neglected my mind.

At 4 o'clock, P. M. the school was closed by prayer by one of the teachers in the chapel. I went to the Shoe Shop, and saw Mr. Sage who was then my master. The enlarged shop occupies the half second story of the building and the first story which was formerly a Shoe Shop where I worked, is used as a storage for furniture.

Soon Mr. Weld came with the committee and others into the Shop, after which we went to the Cabinet Shop and then the storage as above mentioned. Then the Committee took coaches again to the City Hotel; but I remained and was shown into some other rooms. I stopped some minutes in the dormitory, and from it I looked about the beautiful landscape, which is one of the most beautiful landscapes. At 9½ o'clock night, I went to the Hotel where I spent the night.

On Friday, the twenty-eighth, being fine, in the morning I sauntered a little about the city, and then saw Mr. Whiton one of the teachers of the Deaf and Dumb, and accompanied him to the Asylum, where I staid till about 10 o'clock A. M. Mr. Weld and myself rode to the depot. We walked to the City Hotel, where we met the Committee. Parting with Mr. Weld, the gentlemen and myself left Hartford for home. In the car some men and myself were obliged to stand on account of another car run aside at Hartford. I stood about 13 minutes, for I ascertained that I had passed over the Conn. River bridge before sitting in a vacant seat. During our ride there were many sights, perhaps not remarkable for description. We arrived at home in the evening, gratefully stating that we have not had any bad luck on all our tour.

My friend, I had a very fine time; yes, the best I ever spent, except occurrences from which I hope I shall learn wisdom. I am very much obliged to you for your kind condescension to invite such a person as myself.

Respectfully yours,

Feb. 10th, 1848.

J. O. S.

LESSON 65.

Mat. xiii. 1-17. Mark iv. 1-12. Luke viii. 4-10.

When Jesus had done denouncing some judgments upon the stubborn part of the Jewish generation, he retired from the synagogue to the shore of Tiberia, and sat there probably from his being tired by a laborious service. It was the flesh that always tired him in his life, but his spirit never was tired. But the spectacle of great multitude being gathered to him, naturally and impressively touched the feeling of his pure benevolence altogether with his infinite understanding concerning their state and destiny, so that he entered a boat and sat down in the sea before the people, in order to render his discourse more audible to them—addressing them only in parables. The word *parable* means a resemblance taken from natural things to teach spiritual truth in a more clear manner, bringing the truth more forcibly and impressively to the conscience and securing a closer attention to the right meaning of the parable.

The parable Christ gave out to the people was that of a sower or a farmer who sowed. Some grains fell by “*the way side*,” or on the margin of the field, and having no opportunity to cause the roots to sink into the earth, were devoured up by the fowls. “*Upon stony places*,” gravel places where there was little earth to support their vegetation, and they immediately broke through the surface; but they soon withered on account of want of deep earth, of course they died away, because they had no root. “*Among the thorns*,” consisting of different kinds of shrubs. They grew up with the grains and prevented them from bringing fruit by means of

crowding and shading them and drying up the earth. "*Good ground*" means a fertile soil where the grains vegetated with much vigor and bear much fruit, from a hundred to thirty grains.

Christ meant to speak of a field where grains were sown not of cultivation but full of thorns, and gravel, and barren places, diversified in it, hard to promise a good crop. Such a field perhaps was near our Saviour when he spake this parable, but this is mere conjecture. The parables of our Saviour were intended to convey some spiritual or moral truth in a plainer manner.

He at the close of the parable said proverbially to the people, "Who hath ears to hear let him hear;" meaning that whoever has opportunities of light, let him improve them—searching the parables and understanding them clearly. Then the disciples came privately and asked him, "Why speakest thou unto them in parables?" The reply—reasonable one, was—because, according to the wisdom of God, his disciples should be endowed with the knowledge of the Gospel and foundation of Messiah's new kingdom, in order to make them known to all the nations afterwards, and not others—that is the Jews, who are said by some probable hints here to have had too gross conceptions of the coming Messiah and his office, to understand these truths given to the disciples. Christ said that the Jews might diligently acquire this knowledge if they wish, as they had many opportunities of learning the truth, or they should be deservedly deprived of these advantages and left over to their own destruction. How wise and prudent he was to choose and use the mode of teaching so that they might be urged to seek some truth in parables!

LESSON 66.

Mat. xiii. 18-23. Mark v. 13-25. Luke viii. 11-18.

The explanation of the parable above given was made to the disciples according to their particular wish. Here Christ revealed himself to them as a Saviour with his word. A field where his word is dispersed abroad, is the world. By the way side, a part of the human race is represented as hardened in sin. It is as hard for the word to make its impression into the minds of the hardened sinners as to have the seed sink into the hard path. This is the first class of hearers of the word of the Gospel. The second class of hearers, like stony places, receive the word of the Gospel with great joy, but their joy withers away soon by trials and troubles, because their stony hearts have not been effectually changed into the hearts of flesh, and the root of the word not stricken into their minds on account of their fickle mindedness. The third class is represented as choking themselves in thorns, cares, anxieties, and a desire of the false luxury and ease of life, and rendering themselves unfruitful. Many who believe to be converted to Christianity, as it seems so to others, drown in destruction and perdition by their voluntary desire to live in ease in this life. Though some may be hypocrites themselves, yet they will never escape from their due doom after death. The fourth class of persons is represented as a good ground for the planting and growth of the seed of the word. Their hearts are regenerated by divine grace so as to receive the word of the Gospel honestly, and improve every opportunity to obey it in all things, and will now and then show what it is. The following fruits of their piety are love, joy, peace, long suffering, gentleness, goodness, faith, meekness, temperance, such as are produced by the Holy Spirit and not by the human effort, which is but an atom in proportion to the great work of conversion. It is the work of God alone through the crucifixion of his only beloved Son for the redemption of the human fallen race.

J. O. S.

By a young man 23 years old, born deaf, under instruction five years.

PETER THE HERMIT.

The influence of Christian principles, though in a low state in the Western empire, was felt by Peter the Hermit, a gentleman of Amiens in France. He quitted the military profession and became a hermit and pilgrim. His appearance was characteristic; he went about bareheaded, a girdle tied about his waist, with a dress of a coarse kind, leaving his arms and knees naked, on account of the shortness of the dress. He might seem to us as a scarecrow and be thought ridiculous. When he considered that the end of the world was appointed at the close of the eleventh century, he was desirous of having his remains buried in Palestine, in which our Saviour Jesus Christ was born, performed miracles and died.

In the year 1093, he repaired with many others to the Holy City. Notwithstanding difficulties with which he met while going to the East, he was struck with sympathy to see the Christians who were burdened with excessive oppressions, inflicted by the infidel Turks. After having been in Palestine, Peter returned to Rome by sea. He understood that Pope Urban II. was in the neighborhood of Rome, so he availed himself of the opportunity of giving information to the Pope about the lamentable and oppressive condition of the Christians in the East.

Subsequent to the sanction from the Pope, Peter traveled through all the European nations and aroused the people with a view to make themselves masters of the Holy City. Pope Urban II., at that time, had a good influence upon the Roman Catholics, and Peter was an agent in persuading the Christians to the holy warfare. The Pope and Peter made addresses before a large concourse of recruits at Claremont, in France, in regard to the oppressions which the Turks committed. The people sympathized with the Christians in the East; they were filled with indignation, and deemed it their duty to deliver the Holy City from the Turkish infidels.

Peter was appointed Vicar General, for he behaved with valor, and he raised an army of eighty thousand men, and they spoke in one word, "It is the will of God, It is the will of God." They shouted that eternal salvation was promised to those who were slain in the service of the Lord. As they were going down through Hungary and Bulgaria, they were followed by a great many people, two hundred thousand in number, who were more like banditti. But without having ever been in sight of Jerusalem, one-fourth of the army perished in the attempt, on the plains of Nice, where they were slain by the Turkish infidels under the Sultan Solyman. There was another army in a second crusade, and the army proceeded to Palestine. Godfrey, a French prince, of Bouillon, was appointed General. Some cities and Jerusalem were taken by this General in the year 1099.

Peter the Hermit expired at the Abbey of New Montier, of which he was the founder.

A great bloodshed flowed excessively from the crusades. Palestine was governed by nine kings for eighty years. The Christian wars, it is said, lasted two hundred years. But the crusades produced good results, and arts were introduced into Europe from the East.

S. R.

By a young woman 22 years old, who lost her hearing at five, and has been under instruction five years.

HARTFORD, April 6, 1848.

My dearest brother S.:

It is a great while since I have said a word to you, but I have long wished for a favorable time to write. Three more weeks before my school days are over! I feel about parting with the D. and D. more than I can express. I wish I could give you a daguerreotype likeness of my life in the Asylum all the time. I do not think that I shall ever find as large a share of happiness again as I have had in my school days, and when I am separated from my beloved teachers and classmates perhaps I shall have many sad hours, when I look back to the delightful society I enjoy now.

Spring has returned early, and the weather has been for several days uncommonly fine. To-day reminds me that our friends in Vermont have fast-day, but we are out of that State. Last winter I spent most of my time happily in reading and conversing with the pupils in the evenings, when out of school; and at that time I had a very pleasant letter from our dear brother N., which informed me that he and his family were all well. The examination of the pupils is going on to-day, but my teacher's class examination will take place in about two weeks, and it will continue two days. I do not wish to have the teachers thoroughly examine me, for fear I shall make many mistakes. When I am at home I shall hope to hear from you in the middle of May, and I want you to tell me when you will come and visit your friends in N., or shall we never meet each other on earth again? As I am writing to you, my intimate companion is sitting beside me and asking me how tall you are, and what the color of your complexion, hair, and eyes is? I answer her I recollect black hair and eyes, but I did not notice your complexion. How I long to sit by S. and take her hand in mine and talk with her, as I do with my dear matron Mrs. White and lovely classmates! Whenever I am sewing or sitting by the window looking out, I always imagine how I shall feel when I meet you and S. again.

I know when I am at home with my friends I shall recollect the absence of you and dear N. every moment. I think that you know our sister H. has a son who is called A. Now I must close this letter, for the light is going out. It is now nine o'clock. One of the deaf and dumb teachers has just come beside me and talked about Julia Brace, the blind deaf and dumb woman. Have you ever heard about her? She is now with us, and she says she is sorry to part with me. My best love to S., and most sincere wishes for her happiness. May God guide you in all the ways you go! Good bye, dearest S.

Yours in true love,
H. K.

By a girl 14 years old, born deaf, under instruction three years.

February 2d, 1848.

Dear Brother:

It has been a long time since I wrote a letter to you, but I think of you incessantly. I have delayed writing a letter to you, but I am now going to write to you. I hope that you are quite well. I am so. Have you heard about my friends at home? Why do you not write a letter to me? I think that you do not remember me. If you would write a letter to me, I should be

delighted to read it. I hope that all my friends are quite well. All the pupils are very well in the Asylum. Some time ago Dr. C., of Boston, kindly showed us a manikin and human skeleton. One week ago Saturday afternoon, two little boys who lived in Hartford, went to the river to skate, and fell into the river. One of them was helped out, but the other was drowned. The Commissioners of the Legislature of Massachusetts came to the Asylum with a deaf and dumb man to examine the Institution. Last week Mr. Weld went to Providence in R. I. with two little girls. They made an exhibition before the Legislature of R. I. Mr. Weld will soon go to Boston with three or four pupils to make an exhibition there. Last Saturday all the pupils saw a Chinese boy. He was of the medium height, and had long black hair, fine hair, and black eyes; and his hair was braided; and he had a sallow complexion. I have never seen a Chinese before. Have you? Last December, in the evening, the boys entered the girls' parlor, and the girls went into the boys' room, and they changed. The weather to-day is beautiful. It looks very much more like Spring than Winter. I hope it will last many days. Two days ago, in the night, it snowed hard, but the ground was so muddy that it did not make good sleighing. If my Aunt Harriet does not write to me, I shall never write to her. I hope that my friends will come to the Asylum next Summer. I should be delighted to see them. I wish you to write to me as soon as you can. Miss Dillingham sends a great deal of love to her friends. I send love to you, and parents, and brothers, and sisters, and all my friends. May God always bless you and them. I remain, brother Rufus, your affectionate sister,

C. E. C.

By a lad seventeen years old, who lost his hearing at six, and has been under instruction two years.

ABOUT HUNTING.

About five years ago, I had a lively dog to go a hunting with me in the winter. When my father went away to work in the shop, I wished to go a hunting after a few rabbits, in the afternoon. When my father came to his dinner, I asked him if he would let me go a hunting with my dog. He told me that he liked to eat rabbits better than beef. He said that I might go, if I would catch some wild animals. While I was hunting in the dark woods, I became afraid of a cross owl, which was in a large hollow of a great rock. I intended to shoot it dead soon. When I shot, the cross owl immediately flew off, because she was afraid that the dog would bite and pull her feathers out of her wings, from flying. When the owl flew away, I saw a white squirrel was running after her young one, up a tree, because her young one had stolen a nut from her nest. When I saw she came back in her nest, I was in an instant to shoot her. When she was falling, I saw the young one was jumping down to her and was faithful to her mother, because her young one thought that she was sick. When it was on the ground, my little lively dog caught it, and ate it up in an instant! I was very glad to get the white squirrel, which was very fat. While I was in the woods, I saw a rabbit standing on a rock, at a little distance. I thought to creep near it; when I stopped I was very still, and shot it dead. I was very happy to get two wild animals for my father. When I saw the sun gone down, I immediately ran home with my dog, because I was far from home, but my dog beat me to get there. When he got there, he barked at the door, for he wished to go in. When my mother opened it, she wondered at him because he got home at eight o'clock. When he went in, my mother went out of the door and heard that I was crying in the woods a long time. When I got near the barn, my mother asked me what was the matter with me. I told her that my dog was very bad to leave me alone. When I got into the house my parents were very glad to hear the story of hunting.

C. H. S.

By a girl twelve years old, born deaf, and under instruction one year.

Hartford, April 19, 1848.

My DEAR PARENTS,—I have been waiting for a letter a long time. I want to hear from you. Will you please to write to me? The new deaf and dumb pupils will come to the Asylum to learn to read some words in their books. I wish to improve very fast. I can read and understand some. The examination commenced. Our class was examined first. Some of the class were frightened to stand up before the teachers and all the pupils. I love school. Are you well? I think about my mother, father and brothers and sisters at home. I like to learn. Mrs. White takes good care of the girls. I like Mrs. White. There are nineteen scholars in my class. Mr. Ayres teaches us. I am not homesick. I have not been sick this winter. I thank God for my good health. I wish to see my mother. You must write a letter. Mr. Baldwin takes good care of the boys. I like Mr. Weld. You must come here. May I go home next August. I am happy to talk with the pupils. I am happy to play with the girls. I am happy to write a letter to you. I was very glad to see and talk to my father. I must come to the Asylum to learn. We are well in the Asylum. I am very well. Do C. and S. and P. and J. and B. go to school now? All the pupils go to a large chapel and sit down on the benches to pray, morning and evening. I wish to love God. I am often prayer morning and evening. We wish to improve very fast. I love my mother, father and brothers and sisters and all my friends. I send love to my mother, father and brothers and sisters and all my friends.

Your affectionate daughter, M. A. P.

By a boy ten years old, born deaf, under instruction one year.

Hartford, April 13th, 1848.

My DEAR MOTHER,—I am in good health. I am happy to write a short letter to you. I like to live in the Asylum. I want to hear from you. I shall be glad to see some new pupils next May. The boys are happy to play ball in the yard. We think about God. I love to pray God every morning and evening. Mr. Wheeler teaches us in the school. God takes care of us. We stand and write on the large and smooth slates in the school-room. Mr. Weld loves to teach us in the Asylum. I wish to see my mother and brother and sister at home next August. I wish to go home next August. I am not homesick in the Asylum. Some new pupils will come to the Asylum next May. God loves to look at us. Mr. Wheeler wishes to go to New York next April. I am glad to have a vacation. I am sorry my father is dead. I wish to learn some books in the school-room every forenoon and noon and afternoon. We love to see Mr. Weld in the Asylum. I try to learn well. I love to see my mother and sister and brother at home. God never sleeps in heaven. Mr. Weld loves to govern us in the Asylum. I am glad to find Master Wilkins is better in the room. Mr. Doctor is glad to see some sick pupils. Mrs. White loves to see the girls in the parlor. We love to think about God on every Sunday. Mr. Briggs lives in Boston. He is governor of Massachusetts. He is a good and kind man. Mr. Baldwin is steward of the Asylum. Mrs. White is matron of the Asylum. Mr. Wheeler is a teacher of the Asylum. Mrs. Sophronia wishes to pray to God every morning and evening. I can knit and sew. I send my love to all my friends. Good bye.

I am your affectionate son, A. F. O.

By a girl fourteen years old, who lost her hearing at two, and has been under instruction one year.

Hartford, April 19, 1848.

MY DEAR MOTHER,—I enjoy good health. I must compose a letter this day myself. All the pupils must try to learn to improve every evening. I was very sorry for my father died. I am happy to talk with the good girls in the parlor. Miss Dillingham is assistant matron of the pupils in the Asylum. I shall find it and read it soon. I wish that my mother will come to the Asylum. I like to live in the Asylum. I sew or knit for the deaf and dumb girls. Mr. Whiton teaches me in the good school every day except Saturday afternoon. Mrs. White is matron of the girls in the parlor. Mr. Weld teaches us about God every morning except on Wednesday and Saturday. I have not seen my friends since I left home for the Asylum. I like to play in a swing and on a tilt. Some girls walk about the city Saturday afternoon. I was glad to come from Bath, Maine, to the Asylum last May. I try to learn my lesson in the evening. Mr. Baldwin is steward of the boys. God created the world in six days. I have always seen the portrait of Julia Brace in Mrs. White's parlor. I was glad to see the tableaux last December. I enjoyed good thanksgiving last November. The teachers teach them in the school-house every day. I was glad to shake my hands with Mrs. White last May, when I came to the Asylum. I walk with a good girl pleasantly. I was happy to see the elephant in a tent. I must be good. I hope my mother and sisters and all are well. We compose to write on our slates with the crayons. I have never seen a wolf. It has snowed to-day. I like to see Mr. Weld. Some deaf and dumb boys and girls sew the pantaloons, vests, jackets and sack-coats, every morning and afternoon, in the tailor's shop. The boys make the boots and shoes in the morning and afternoon, in the shop. I send love to my mother and sisters and friends and cousins.

Your affectionate daughter,

E. M. G.

The Alphabet of the Deaf and Dumb.

a



b



c



d



e



f



g



h



i



j



k



l



m



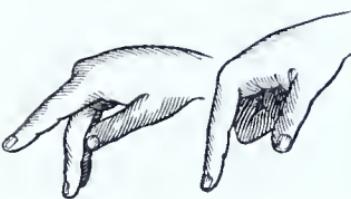
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o



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r



s



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x



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z



&



TERMS AND CONDITIONS.

I. The Asylum will provide for each pupil, board, lodging and washing ; the continual superintendence of health, conduct, manners and morals ; fuel, lights, stationery, and other incidental expenses of the school-room, for which, including TUITION, there will be an annual charge of one hundred dollars.

II. In case of sickness, the necessary extra charges will be made.

III. No deduction from the above charge will be made on account of vacations or absence, except in case of sickness.

IV. Payments are always to be made six months in advance ; for the punctual fulfillment of which, a satisfactory bond will be required.

V. Each person applying for admission, must be between the ages of EIGHT and TWENTY-FIVE years ; must be of good natural intellect ; capable of forming and joining letters with a pen, legibly and correctly ; free from any immoralities of conduct, and from any contagious disease.

Applications for the benefit of the Legislative appropriations in the States of Maine, New Hampshire and Massachusetts, should be made to the Secretaries of those States respectively, stating the name and age of the proposed beneficiary, and the circumstances of his parent or guardian. In the states of Rhode Island and South Carolina, application as above, should be made to the Commissioners of the funds for the education of the deaf and dumb ; and in Vermont and Connecticut, respectively, to his Excellency the Governor of the State. In all cases, a certificate from two or more of the Selectmen, Magistrates or other respectable inhabitants of the township or place, to which the applicant belongs, should accompany the application.

Those applying for the admission of *paying pupils*, may address their letters (post paid) to the Principal of the Asylum; and all letters respecting the pupils, either to him or to them must be *post paid*.

The Spring Vacation begins on the last Wednesday of April, and continues *two weeks*. The Summer Vacation begins on the first Wednesday of August, and continues *six weeks*. The time for admitting pupils, is at the close of the spring vacation. Punctuality, in this respect, is very important; as it cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.

It is earnestly recommended to the friends of the deaf and dumb, to have them taught how to write a fair and legible hand before they come to the Asylum. This can easily be done, and it prepares them to make greater and more rapid improvement.

When a pupil is sent to the Asylum, unless accompanied by a parent, or some friend who can give the necessary information concerning him, he should bring a written statement as to his name; the year, month and day of birth; the names in full of his parents brothers and sisters; the place of his residence; whether he was born deaf, or if not, what caused his deafness; also the name and direction of the person to whom letters respecting him may be addressed. He should be *well clothed*; that is, in general he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money should also be deposited with the Steward of the Asylum, for the personal expenses of the pupil not otherways provided for.

Careful attention to these suggestions is quite important.

On the day of the commencement of the *Summer vacation*, an officer of the Asylum will accompany such pupils as are to travel upon the rail-roads between Hartford and Boston, taking care of them and their baggage; on the condition that their friends will make timely provision for their expenses on the way and engage to meet and receive them immediately on the arrival of the *early* train at the various points on the route previously agreed on, and at the Station of the Boston and Worcester Rail-Road in Boston.

HARVEY P. BIGELOW

Member of the Institution for the Deaf and dumb

New York

